

Lesson Plan

**Advanced Fluent
Upper Primary
reading stage
Level U**



High Up explains what life is like in high altitude places and how people have adapted to be able to survive in such harsh environments with difficult terrain. It also examines the impact that tourists and visitors are having on the environment in these regions.

Informative text types:
Report/Argument

Science Curriculum links

Australia

- **BS (ACSSU43)** Adaptations of living things for particular environments
- **GS (ACHASSK113)** The environmental and human influences on the location and characteristics of a place and the management of spaces within them
- **DT (ACTDEK022)** The impact of the use of materials, components, tools and equipment can be evaluated
- **UIS (ACSHE083)** How decisions are made to grow particular plants and crops depending on environmental conditions

New Zealand

- **LW:** The key structural features and functions to the life processes of plants and animals
- **LW:** Patterns in the inheritance of genetic characteristics

Key concepts

- People living in high altitude places have adapted so they are able to survive in these challenging conditions
- People who visit high altitude places must take precautions, so they are safe and stay well
- Too many tourists and visitors to certain high altitude places are having a negative impact on the environment

Content vocabulary

acclimatised, alpine, altitude, avalanches, canyons, commercial, crevasse, crevices, dehydration, domesticated, ethnic, evaporates, exposure, handicrafts, highland, human traffic, humidity, hunter-gatherers, hydrated, hypoxia, insulated, metropolis, plateaus, porters, pristine, puna grass, renowned, semi-nomadic, summit, sweat glands, terrain, undercoat, unique

Text features

- Diagram, captions, text boxes, sidebars, glossary

Reading strategy

- Identifying the author's purpose

First reading session

Getting started

Introducing the book

Give each student a copy of the book *High Up*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about the environment in high mountainous places and what it might be like to live there or visit. What connections are you making?* Have the students discuss their thinking with the group.

Exploring vocabulary

Ask: *What words or phrases would you expect to see in a book about living in and visiting high altitude places?* Have students work with a partner and record their words on sticky notes. Say: *When you are finished, stick your notes on our group chart.*

If some words or phrases are not known, have the student who recorded the word explain what it means. Compare the students' vocabulary words with the words in the glossary.

Introducing the reading strategy focus

Say: *When authors write, they have a purpose for their writing. What are some of these purposes?* Have students discuss this with a partner.

Say: *Today, as you read High Up you will be thinking about the author's purpose. To do this you will identify what the author wants you to know and how she has presented this information. This will help you to fully understand the topic.*

Reading with teacher support

Say: *Read the introduction and chapters 1 and 2 to yourselves. As you read, think about the author's purpose: what is her reason for writing this?* Have the students discuss their thinking with their partner, and then have a group discussion. Ask: *What was the author's purpose in chapter 1? What devices did she use?* Have the students record their ideas on the Graphic Organiser and compare it with their partner's. Say: *Be ready to talk about what you noticed with the whole group.*

Second reading session

Building understanding

Choose to have students either read independently or, if they need more support, to meet with you in a small group.

Independent and partner work

Have the students read chapters 3 and 4 independently. Say: *As you read, use the same process we used for the introduction and chapters 1 and 2. Read the chapters to yourself and keep track of your thinking by adding to your Graphic Organiser, then meet with your partner to discuss your notes about the author's purpose and how she attempted to meet this purpose.*

Have the students meet as a group to share and talk about what they have read and what they recorded on their Graphic Organiser. Monitor the group's progress and support them, if necessary.

Have the students read the rest of the book. On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reading with teacher support

Ask: *What have we learned so far about high altitude places? Share your ideas with a partner.* Have the students read chapter 3 to themselves. Review what the students have read. Ask: *What new information do you have about visiting high places? What are the challenges?* Invite the students to talk about their understandings. Have the students read chapters 4 and 5, and the conclusion to themselves. Say: *Now add your thinking about the author's purpose to your Graphic Organiser.* On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reflecting on the reading strategy

Encourage the students to talk about what they did to help themselves as readers. Ask: *Were you able to identify the purpose for this writing? Did thinking about this help you to understand the concepts in the book? Explain your thinking.*

Final reading session

Bringing it all together

Have students talk about the whole book. Use a range of questions to promote discussion and higher-level thinking. Where appropriate, have the students lead the discussion.

Why can high altitude places be dangerous for some people and yet a home for others? How does the city of El Alto compare to where you live? What are the similarities and differences? (Inferential)

Are there other environments that are as dangerous as high altitude places? What are they? How are these environments similar? How are they different? Would you like to visit a high altitude place? Explain your answer. How are high altitude places being impacted by tourists? What might these places look like in the future? How can negative impacts be limited? (Synthesising)

What was the author's overall purpose for writing a book about high altitude places? What else would you like to know about living in or visiting high altitude places? (Critical)

Invite students to ask their own questions.

Going beyond the book

Have students demonstrate their understandings by choosing one or more of the following tasks. The tasks can be completed independently, in pairs or in a small group.

Speaking and listening

Have students work as a group to discuss and list points on a PMI chart about life in high altitude places.

Life in high altitude places		
P (plus)	M (minus)	I (interesting)

Vocabulary

Have students work with a partner to brainstorm a list of adjectives that could describe high altitude places, and a list of nouns related to high altitude. Have each pair join with another pair to combine their lists.

Visual literacy

Have students create a poster or brochure advertising an adventure holiday at one of the high altitude places discussed in *High Up*.

Writing

Have the students write about their opinion, using the prompt: *All people should be allowed to visit Mount Everest*. Provide the students with a template detailing how to plan and write an argument. Remind them to clearly state their view and then back this by presenting relevant arguments.

Planning to write an argument

Name: _____

Getting started

What is my argument about? _____

Who am I writing for? _____

Where will I find evidence? _____

Planning my argument

1. Introduction

What is my opinion? (for or against) _____

2. Evidence to support my opinion

Point 1 _____

Point 2 _____

Point 3 _____

3. Summary

A statement that repeats my opinion _____

 **Hint:** Arguments use persuasive language such as *must* and *should*. Are there other arguments about this issue? Where will I find evidence?

Additional features I could use

- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support the text
- ☐ Captions and labels to explain photographs and diagrams

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Say: *What is your view about people climbing Mount Everest?*
Encourage the students to talk about their ideas with a partner, then write a persuasive argument. Say: *You will need to research more about Mount Everest and why so many people want to climb it.*

Alternatively, the students could choose to write a discussion, by examining arguments for and against the issue presented in the prompt.

Graphic Organiser: What's the point?

Name/s: _____

	What is the purpose of this chapter? What information does the author want you to understand? What message/s is she sending?	How does the author achieve this purpose? What text features does she use? What style of writing?
Ch 1		
Ch 2		
Ch 3		
Ch 4		
Ch 5		

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